­­Student Quarter ­ Topic Grade

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| **SPEAKING RUBRIC 5** | **1**  **NOVICE LOW** | **2**  **NOVICE MID** | **3**  **NOVICE HIGH**  **{quarter 1 goal)** | **4**  **INTERMEDIATE LOW**  **{quarter 2 goal)** | **5**  **INTERMEDIATE MID**  **{quarter 3 goal)** | **6**  **INTERMEDIATE HIGH**  **{quarter 4 goal)** |
| **Purpose:**  Task Completion / Elaboration of theme  Q1-2: 5-7 minutes  Q3: 6-8 minutes  Q-4: 8-10 | Communicates using words, memorized phrases and an occasional simple sentence.  Information is **connected to**  **task**, but **lacking specific details.**  **Does not meet** **minimum time requirement.** | Communicates using simple sentences and task-appropriate original expressions  Information is connected to and **attempts to expand task** **w few details.**  Product does **not fulfill** **minimum time requirement.** | Communicates using **some** task-appropriate original expressions and creative ideas.  Information is connected and **accomplishes task** successfully **as details are emerging.**  Product **fulfills** **minimum time requirement.** | Communicates in full sentences.  Information **expands task** successfully **w some details.**  Product fulfills & **may exceed minimum time requirement.** | Communicates in full sentences creating paragraph-length information on topics.  Information **expands task** successfully, elaborates on the **main idea with several details**.  Product fulfills & **exceeds minimum time requirement** | Communicates using a wide variety of task-appropriate original expressions and creative ideas.  Information **expands task** successfully. Elaborates on the **main idea with many supporting details.**  Product fulfills & **exceeds minimum time requirement**. |
| **Organization & Pronunciation**  -Fluent  -Transitions | (Audience cannot understand presentation because there is no sequence of information.   * -Long, unnatural pauses that may disengage the listener as STUDENT searches to continue   -Pronunciation may make STUDENT unintelligible. | Audience has difficulty following presentation because student jumps around.   * -Long, unnatural pauses that may disengage the listener as STUDENT searches to continue   - understood with difficulty | Student presents information in **logical sequence** which audience can follow.  - Hesitant.  -Strong influence by first language  -Frequent misunderstandings, can generally be understood | Student presents information in **logical, interesting sequence** which audience can follow.  - Speech is slightly influenced by first language, understood by sympathetic interlocutors, mostly by those accustomed to dealing with non-natives. | (Student presents **main idea in a well-developed form**. Information is linked to main idea in a **cohesive sequence** which audience can follow.  - speech may contain pauses, reformulations and self-corrections as they search for adequate vocabulary and appropriate language forms | **Main idea stated in a well-developed** form, information is linked to main idea in a **cohesive sequence** and **conclusion effectively wraps up** entire speech.  Little hesitation with fluid conversation |
| **Vocabulary:**  -Checkpoint C  -Variety | There is a **moderate variety of vocabular**y connected to the task, though **limited to** **Checkpoint A**. There is **repetition**. The use of **inaccurate vocabulary may be present.** | There is a **variety of vocabular**y connected to the task, **limited to Checkpoints A & B**. There is **some repetition**. The use of **inaccurate vocabulary may be present.** | There is a **wide variety of vocabular**y **mostly relevant** to **Checkpoint A & B** vocabulary, and **emerging use of Checkpoint C** with **minimal repetition.** | There is a **moderate variety of vocabular**y relevant to **Checkpoint C and Checkpoint A & B** vocabulary is used effectively, with **minimal repetition**. | There is a **wide range of vocabular**y relevant to **Checkpoint C and Checkpoint A & B** vocabulary is used effectively, with **minimal repetition**. May include cultural expressions. | There is **extensive vocabulary** relevant to **Checkpoint C and Checkpoint A & B** vocabulary is used effectively, with **minimal repetition**.  May include culturally appropriate expressions. |
| **Structure:**  -Checkpoint C  -Gram variety  -Accurateness | Structure and conventions **meet Checkpoint A with few errors** or **meets Checkpoint B with errors** that **may hinder overall comprehension**. STUDENT narrates and describes in **one major time frame** (present, past or future). **Uses only indicative mood.** | Structure and conventions **meet Checkpoint B with some errors**. Errors do not hinder overall comprehension. STUDENT narrates and describes in **two major time frames** (present, past or future). **Uses only indicative mood.** | Structure and conventions are **approaching Checkpoint C with some errors** while **meet Checkpoint B with few errors**. Errors do not hinder overall comprehension. STUDENT **attempts** tonarrate and describe in **all three major time frames** (present, past and future). **Uses only indicative mood.** | Structure and conventions **meet Checkpoint C**, with **some errors**. Errors do not hinder comprehension. STUDENT narrates and describe in **all three major time frames** (present, past and future) in both indicative and subjunctive. **Attempts to provide both indicative and subjunctive moods**. | Structure and conventions **meet Checkpoint C**, with **minimal errors**. Errors do not hinder comprehension. STUDENT narrates and describe in **all three major time frames** (present, past and future) in both indicative and subjunctive. P**rovides both indicative and subjunctive moods**. | Structure and conventions meet **Checkpoint C continuously**, with **minimal errors**. Errors do not hinder overall comprehension. STUDENT narrates and describe **in all three major time frames** (present, past and future) in **both indicative and subjunctive**. |

**Quarter 4 Conversion:**

**24 = 100** 23 = 97 22 = 95 21 = 92 **20 = 90** 19 = 87 18 = 85 17 = 82 **16 = 80** 15 = 77 14 = 75

13 = 72 **12 = 70** 11 = 67 10 = 65 9= 62 **8 = 60** 7 = 57 6 = 55 5 = 52 **4 = 50**

**Quarter 3 Conversion:**

**20 = 100** 19 = 97 18 = 95 17 = 92 **16 = 90** 15 = 87 14 = 85 13 = 82 **12 = 80** 11 = 77

10 = 75 9= 72 **8 = 70** 7 = 67 6 = 65 5 = 62 **4 = 60**

**Quarter 2 Conversion: 16 = 100** 15= 96 14 = 93  **13 = 90** 12 = 86 11 = 83 **10 = 80** 9 = 76 8 = 73 **7 = 70** 6 = 66 5 = 63 **4 = 60**

**Quarter 1 Conversion: 12 = 100** 11 = 95 10 = 90 9= 85 **8 = 80** 7 = 75 6 = 70 5 = 65 **4 = 60**